



Identifying the Focus – Part 1

Following analysis of the test results arising from first year of Year 6 children taking SATs (2016) as a primary school, it became clear that only 56% of pupils met the expected standard in all three areas of English Reading, English Writing and Mathematics combined.

To raise the percentage of children achieving the expected standard in English Reading, English Writing and Mathematics in the Key Stage Two SATs

Starting Point:

In order to achieve the intended outcome, the project was initially broken down in to the following three clear steps:

- Analyse the results of the 2016 SATs in order to gain an understanding of the areas of weakness and to understand why certain individual children were not able to meet the expected standard across the three areas measured.
- Set up a meeting with a local school which had 90% of children achieving the expected standard to understand the strategies used to deliver these outstanding results.
- Using the information gathered from the analysis of previous results and the meeting with the local school, implement clear strategies running up to the 2017 SATs in order to achieve our goal of raising the overall percentage.



Recommendations and Next Steps:

- Still awaiting results on 4th July 2017!
- Mock Tests were completed using a mixture of the 2016 SATs papers, Twinkl and CGP papers. *Should we buy in to a single assessment system that will clearly show the progress from test to test?*
- Reconsider when to start intervention groups. *Should we start at the beginning of Year 6 in September 2017 or even earlier in Year 5 during the summer term by identifying those children who are struggling in one specific area of the curriculum or across all three areas?*
- Ensure that English Writing is kept firmly 'in the loop', through moderation and analysis of half-termly data.
- Continue to learn from best practice at other schools that have shown proven SATs success.
- Move the adaptations made in Upper Key Stage Two to Lower Key Stage Two (specifically teaching groups) and implement a standardised testing system for Years 3 and 4 in order to prepare them for the rigours of testing in Upper Key Stage Two.

Identifying the Focus – Part 2

Although the school achieved sufficient progress scores in all three subjects to have met floor standards, it was agreed by both the Upper Key Stage Two team and the Senior Leadership of the school that the aim for the 2017 SATs was to raise the percentage of individual children reaching the expected standard in the three areas (ideally to 80% and above).



Timeline of Strategies – Autumn Term 2016:

September 2016

Detailed analysis of the results of the 2016 SATs conducted.

Outcome:

- Children who were at risk of not meeting the expected standard in all three elements of the SATs had not been clearly identified. It became clear that it was essential to identify these children early on in the school year.

October 2016

Parents/Carers' information evening held, led by the Year 6 teachers.

Outcome:

- Positive response regarding support of children through SATs and high take-up of offer of books and revision guides purchase. Children began using the revision books by the second half of the Autumn term.

November 2016

Meeting with a local school to identify the key characteristics and strategies for SATs success.

Outcome:

- Change to teaching groups implemented and changes to how the teaching would be delivered implemented.
- Senior teacher joined the lower attaining Year 6 groups in both English and Mathematics, working as an extra adult helper in order to work specifically with those children who were identified as being 'amber' (close to expected).
- Teaching assistants moved from the higher attaining groups in English and Mathematics to work with lower attaining groups 2-3 times a week.
- Timetable for UKS2 changed to incorporate two extra hours of Mathematics per week up to May 2017 to bring Mathematics teaching in line with the hours taught in English.

December 2016

Mock SATs completed and a full analysis of results undertaken to identify knowledge gaps.

Outcome:

- Future planning now directly linked to the results of the mock tests.
- Children identified as struggling in specific areas (Mathematics, Reading, SPaG) were placed in dedicated booster groups to be led by the Year 6 teachers in Spring 2017.

Timeline of Strategies – Spring Term 2017:

January 2017

Further test completed and analysed in late January.

Outcome:

- Children coded as 'amber' (close to expected) identified and booster groups modified to reflect their needs.

February 2017

Three parent/carers' evening workshops (English & Mathematics) provided by Year 6 teachers.

Outcome:

- Low take-up of workshops, although very positive comments and input from those attending.

Identified children invited to six after-school booster groups in either Mathematics or English.

Outcome:

- All invited children attended the booster groups. There was a very positive response from children, with many then completing and bringing in extra work they completed at home as a result of booster learning.

March / April 2017

Two further tests completed and analysed in detail.

Outcome:

- Differentiated planning specifically based on analysis and further targeted intervention provided to all Year 6 children. After identifying the need for more Mathematics intervention, two further after-school booster sessions provided immediately prior to the SATs - excellent take-up with majority of Year 6 children attending.